

R7-2-302. Minimum Course of Study and Competency Requirements for Graduation from High School

The Board prescribes the minimum course of study and competency requirements as outlined in subsections (1) and (2) and receipt of a passing score on the reading, mathematics, and writing portions of the AIMS (Arizona's Instrument to Measure Standards) assessment for the graduation of pupils from high school or issuance of a high school diploma, effective for the graduation class of 2006.

1. Subject area course requirements. The Board establishes 20 credits as the minimum number of credits necessary for high school graduation. Students shall obtain credits for required subject areas as specified in subsections (1)(a) through (f) based on completion of subject area course requirements or competency requirements. At the discretion of the local governing board, credits may be awarded for completion of elective subjects specified in subsection (1)(g) based on completion of subject area course requirements or competency requirements. The awarding of a credit toward the completion of high school graduation requirements shall be based on successful completion of the subject area requirements prescribed by the State Board and local governing board as follows:

- a. Four credits of English or English as a Second Language, which shall include but not be limited to the following: grammar, writing, and reading skills, advanced grammar, composition, American literature, advanced composition, research methods and skills and literature. One-half credit of the English requirement shall include the principles of speech and debate but not be limited to those principles.

- ~~b. One and one-half credits in instruction in the essentials, sources and history of the constitutions of the United States and Arizona and instruction in American institutions and ideals and in the history of Arizona.~~ One credit of American History, which shall include instruction of American institutions, ideals, history and the history of Arizona.

- c. One credit of world history/geography.

- ~~d. One-half credit of government, which shall include instruction in the essentials, sources and history of the constitutions of the United States and Arizona.~~

- ~~e. One-half credit of economics.~~

- ~~d-f.~~ Two credits of mathematics. Effective with the graduating class of 2004, mathematics credits shall be taken consecutively beginning with the 9th grade, and the course content of the mathematics credits shall include Number Sense; Data Analysis and Probability; Patterns, Algebra and Functions; Geometry; Measurement and Discrete Mathematics; and Mathematical Structure/Logic, in preparation for proficiency, at the high school level, on the AIMS test.

- ~~e g.~~ Two credits of science.

- ~~f h.~~ One credit of fine arts or vocational education.

- ~~j i.~~ Eight and one-half credits of additional courses prescribed by the local governing board subject to the approval of the State Board pursuant to A.R.S. § 15-341(A)(7).

2. Credits earned through correspondence courses to meet graduation requirements shall be taken from an accredited institution as defined in R7-2-601. Credits earned thereby shall be limited to four, and only one credit may be earned in each of the following subject areas:

- a. English as described in subsection (1)(a) of this rule.
 - b. Social Studies.
 - c. Mathematics.
 - d. Science.

3. Delivery of distance education. In addition to traditional methods of course delivery, courses may also be offered through distance education. Distance education does not include correspondence courses. Distance education is defined as instructional-learning arrangements in which the distance education instructor and the student are separated geographically. Instruction is delivered by means of telecommunications technologies such as satellite, microwave, telephone, cable, fiber optics. The instruction supplements or comprises the entire course content and provides for two-way interactive communications between the instructor and the student during the time of the instruction. Communication or interaction occurs through the use of technologies such as voice, video or computer-mediated communications.

- a. Distance education providers shall register with the Department of Education and satisfy the following requirements:

- i. Be accredited or affiliated with an accredited institution as defined in R7-2-601.

- ii. Validate that the instructor of the distance education program:

- (1) Possesses a current Arizona teaching certificate valid for the level and subject of the instruction to be taught; or

- (2) Possesses a current teaching certificate from the recognized certifying authority of the sending location valid for the level and subject of the instruction to be taught; or

- (3) Is employed by or affiliated with, in the content area of instruction, an accredited institution as defined in R7-2-601.

- b. Distance education may be used as a part of the instructional program. School districts shall ensure that:

- i. Only those distance education providers registered with the Department of Education are used to provide distance education; and

- ii. The teaching partners who assist the students in receiving the instruction onsite have instructional and technical facilitator training and are supervised by an individual certified pursuant to R7-2-601 et seq.
- 4. Local governing boards may grant to vocational-technological education program completers a maximum of 3 1/2 credits to be used toward the Board English, mathematics, or science credit requirements for graduation, subject to the following restrictions.
 - a. The Board has approved the vocational-technological education program for equivalent credit to be used toward the Board English, mathematics, or science credit requirements for graduation.
 - b. Only one credit in each of English, mathematics or science may be granted.
 - c. For vocational-technological programs in which only one credit is offered, either vocational or English, mathematics or science credit may be granted.
 - d. For vocational-technological programs in which two or more credits are offered, only one credit may be used for English, mathematics or science.
- 5. Competency requirements.
 - a. The awarding of a credit toward the completion of high school graduation requirements shall be based on the successful completion of State Board-adopted academic standards for subject areas listed in subsections (1)(a) through (1)(f), the successful completion of the competency requirements for the elective subjects specified in subsection (1)(g). Competency requirements for elective subjects as specified in subsection (1)(g) shall be the academic standards adopted by the State Board. If there are no adopted academic standards for an elective subject, the local governing board shall be responsible for developing and adopting competency requirements for the successful completion of the elective subject.
 - b. The determination and verification of student accomplishment and performance shall be the responsibility of the subject area teacher.
 - c. Upon request of the student, the local governing board shall provide the opportunity for the student to demonstrate competency in the subject areas listed in subsections (1)(a) through (1)(g) above in lieu of classroom time.
- 6. The local governing board of each school district shall be responsible for developing a course of study and graduation requirements for all students placed in special education programs in accordance with A.R.S. Title 15, Chapter 7, Article 4 and A.A.C. R7-2-401 et seq. Students placed in special education classes, 9-12, are eligible to receive a high school diploma upon completion of graduation requirements, but reference to special education placement may be placed on the student's transcript or permanent file.